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ABSTRACT

This document discusses sex role stereotyping in classrooms, reading materials, and standardized tests and examines the implications of sexism in reading and communication skills classrooms. A section for teachers, intended for preservice or inservice sessions, contains materials, objectives, and procedures for general discussion on values clarification and includes a textbook analysis worksheet, a classroom environment appraisal, and a school inventory form. Exercises for elementary students examine sex stereotyping in student attitudes toward jobs, roles, and careers. Students are also asked to evaluate textbooks and television programs. Junior and senior high school students are directed to consider their personal attitudes, opinions, and values through a series of written exercises aimed at recognition of sexism in advertising, on television, and in newspapers. A bibliography on the topic of sexism is appended. (MAI)

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Reading and Sex Role Identification: Exercises for Teacher and Students

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Probably one of the most stated goals of the educational system today is that of finding out where a child is, and helping that child to grow. Most often, this goal refers to cognitive growth, despite the fact that commitment to growing as a person is as important, if not more important in the long run, as acquisition of knowledge and skills. Upholding traditional stereotypes about what is masculine and what is feminine conflicts with a child's growth into a fully developed human being.

Because most of us learned what it is to be masculine or feminine before we could even think abstractly, many of our ideas about sex roles are simplistic or even subconscious. We need to raise our own consciousness as well as our students' about sexism and sex roles in relation to expectations, behavior, attitudes, opinions and values, if we are to help our students develop fully as human beings.

Sexism

The word sexism, analogous to racism, denotes discrimination on the basis of sex. Although sexism usually refers to discrimination against females, sex discrimination also occurs towards males. Sexism is also used to describe stereotyping based solely on sexual gender, without consideration of the individual's capabilities or potentials.

Sexism is Illegal

The law most likely to effect educators is Title IX of the Education Amendments Act of 1972, Public Law 92-318 Sec. 901 (a) which states that "No person in the United States shall, on the

basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance." When the guidelines for this law were released by the Department of Health, Education, and Welfare, they did not include provisions which covered textbooks. The First Amendment was cited as the principal argument against including textbooks under the guidelines. However there are at least five states which have enacted laws or passed resolutions prohibiting the adoption of sexist curriculum materials.

Sexism and Sex Roles

Our concept of sex roles is a generalization about the way we have observed males and females to be different from one another. We form our generalizations about people on the basis of metaphors and myths as well as models we have observed. We have made inferences and drawn conclusions from what we have seen, read and heard. There are different types of generalizations. We can make generalizations based on statistical information. For example, if we looked at statistics pertaining to the height of males and females, we can generalize that men are taller than women. Or we may make a universal generalization such as "Living things reproduce." Even though some living things may be unable or unwilling to do so, as a rule it is true. The distinction between these two types of generalizations is probably a source of some of the confusion about sex roles.

Sex Stereotypes

A sex stereotype is an oversimplified category about males and females which predicts attributes, behavior, and psychological traits

on the basis of sex. For example, the statement "Men are more aggressive than women," is a statistical generalization based on observation of behavior. However, if we were to expect all men to be aggressive, we would be stereotyping them by denying their individuality, expecting them to conform to a norm based on a universal generalization which is false.

What may be a universal norm or generalization for some may be different for others. This type of moral notion may be a reflection of religious or political ideologies which have different ideas about what the model or ideal type of person should be, or how males or females should behave. One encounters many "types" of characters in reading. If we judge the portrayal of characters to be shallow or stereotyped because they lack any originality or individuality, we are reading critically. If we were to look through a basal reader and find that the only pictures of women showed them as mothers engaged only in homemaking, this would be considered a stereotype because it does not meet the tests of either statistical or universal generalizations. It presents a normative model of what adult women are supposed to do.

Androgyny

Rather than view masculinity and femininity as mutually exclusive categories, we can conceive of qualities as being on a continuum rather than being "either-or". On this scale of masculinity-femininity, psychologists have added another dimension describing human behavior:

androgyny. As distinguished from the traditionally masculine male or traditionally feminine female, the androgynous person would be a balance in those qualities which are polar opposites. For example, if men are aggressive and women are passive, then the androgynous person will be assertive. If men are totally independent, and women totally dependent, then the androgynous person will be able to establish interdependence with another person.

Androgyny does not pertain to biological sex roles based on physiology. Instead, the term androgyny is used to denote those cultural attributes which describe personality traits. Too narrow a delineation of masculine or feminine boundaries can seriously delimit a person's potential to be a total person. The images of males and females in literature contribute to our concepts of what males and females are, can do, and how each behaves. This forms a basis for our perceptions and predictions or assumptions about men and women. When we have ceased to modify our categories about maleness and femaleness, we are in effect assuming we know all there is to know about what human beings are. When this happens, we have ceased to learn. Stereotyping has limited our learning potential.

Sexism in School Materials

Saario, Jacklin and Tittle (1973) investigated sex role stereotyping in elementary basal readers published by Ginn, Harper and Row, Scott Foresman, and Macmillan's Bank Street Readers. Books designated for kindergarten through third grade level were analyzed. Characters

in the stories were classified by age and sex and observed as to the type of environment they were in, the behaviors they exhibited, and the type of consequences their actions provoked. Boys tended to show significantly more amounts of aggression, physical exertion and problem-solving ability. Girls were shown significantly more often involved in fantasy, being directed by others, and engaged in making self-statements, both positive and negative. Adult males were found significantly more often outdoors, or in business, while women were found significantly more often in the home or in the school. Analysis of the stories showed that the number of female characters decreased as grade increased. This was a result of a decrease of child females and the increase of adult males. Significant sex differences between both child and adult in behaviors, consequences, and environments as well as stereotypic portrayal of male and female roles increased with grade level.

Britton and Lumpkin (1977) reported the results of a computer analysis of major character roles and career roles in reading, literature and social studies series. This included over 16,000 stories in 49 reading series published by 20 major textbook companies covering two periods: 1) 1958 to 1970 and 2) 1970 to 1976. Results showed that males outnumbered females 4 to 1 in major character role assignments, with as big a difference as 20 to 1 times more career assignment in some series.

In a study of secondary materials, Sheridan (1975) found that in literature anthologies males dominated as major characters 4 to 1.

Males were also dominant in illustrations and as authors. In mathematics texts, story problems involved only males 80% or the time. In history materials, there were over four times as many illustrations of males as females. Women appeared to have little or no significant role in shaping history because few women were even mentioned.

Thus we find that instructional materials, and the teachers who use them unquestioningly, are promoting a very traditional pattern of behavior for males and females, ignoring the U.S. Department of Labor statistics that nearly 37 million women, or about 40% of the U.S. work force, are holding down jobs.

Lipman-Blumen (1972) described the traditional roles of the sexes where the primary responsibilities of women are homemaking and child-rearing, while men are responsible for financial support of the family, and that women with children should not expect to have a career. It becomes quite apparent that this is the view of the sexes which is portrayed by most basal readers and literature anthologies. In this respect the image of women reflected in readers belies the fact that a woman who does not marry will spend 40 years in the labor market, and that the married woman worker works an average of 25 years. Although we are beginning to see more working women in readers, they are still the exception.

Reading materials promote sexism by underminig basic democratic ideals of freedom of choice. By presenting students with only one pattern of life that is determined primarily by sexual gender, we

neglect to recognize that there can be greater differences between two members of the same sex than two members of the opposite sex.

Standardized Testing

One of the primary tools of the trade for teachers is the standardized test. It has been estimated that over 200 million achievement tests are used a year in the United States. Without a doubt, a large percentage of these tests are used to measure reading skills. Tittle (1973) undertook a study to investigate educational achievement tests in order to determine whether these tests contribute to sex role stereotyping. She examined two specific aspects of potential sex discrimination; 1) whether there was sex bias in the language usage; and 2) whether there was sex role stereotyping in item content.

Findings from this study indicated that the bias which existed in these tests was primarily a function of the content, rather than the nature of the language, and could be changed if the test makers desired to do so.

It is interesting to note that even though the content and language of the achievement tests used to measure reading and verbal ability is slanted to interest males, when there are sex differences they are in favor of the females. While parity of representation should be the goal of publishers of texts and readers, we must also ask the question why the girls are better readers?

Sex Differences and Reading

In several studies comparing the intelligence of boys and girls, no sex difference has been found (Maccoby and Jacklin, 1974). Several studies indicate that upon beginning reading instruction, no difference in reading readiness was attributable to sex (Felsenthal, 1970; McNeil, 1964). Yet in studies of later reading performance, girls frequently achieve significantly higher in reading and verbal skills (Balow, 1963; Gates, 1961; Maccoby & Jacklin, 1974).

Several hypotheses have been proposed to explain these sex differences. These attribute the differences in reading achievement to the differing rates of maturation of boys and girls, reader content appeal for female readers, negative treatment of boys by female teachers, cultural expectations regarding the male role inconsistent with the demands of school, and statements asserting that the school is a feminine institution inconsistent with this role. (Dwyer, 1973)

Cultural Explanations

Since the early 60's, researchers such as Balow (1963), Gates (1961) and Weintraub (1966) have been suggesting that there are non-maturational, environmental, and cultural factors, and particularly different expectations for boys and girls which influence their reading achievement. In her critique of the literature, Dwyer (1973) cast doubt on studies which proposed that sex differences in reading were due to maturational development, reader content, or female teacher discrimination against boys. She and others suggest strongly

that to a large extent the male role, at least as perceived by male children, is incompatible with achievement in reading.

Those hypotheses, which can be categorized as physiological or maturational, are also called into question when one examines cross-cultural studies of reading achievement. In a study conducted by Preston (1962) of reading achievement of fourth and sixth grade boys and girls in Germany, boys were found to achieve higher in reading. Preston suggested that this finding might be explained by the presence of more male teachers and that the act of reading is more closely associated with the male role in Germany.

Johnson (1973, 1976) compared the reading achievement of boys and girls in four English speaking countries: United States, Canada, Great Britain, and Nigeria. He found that boys outperformed girls in Great Britain and Nigeria, while girls achieved higher in the United States and Canada. Johnson explained his results by suggesting several explanations including teacher, parent and societal expectations regarding sex appropriate roles which vary from nation to nation. He also mentioned that there is a larger proportion of male to female teachers in England and Nigeria.

In an article comparing reading achievement on an international scale, Downing (1976) summarized the results of many international studies in reading. He concluded that sex differences vary from country to country. This gives support to the idea that social and cultural expectations from parents, teachers, and the general community determines which sex is superior in reading.

Separate Sex Classes

There have been a number of studies which have separated boys and girls into different groups or classes in order to eliminate sex differences. The underlying assumption in these studies has been that the differential behavior of boys and girls demands differences in instruction. Instruction is based on what society, and no doubt the children, see as masculine and feminine modes of behavior which conform to traditional sex role stereotypes.

Separate sex classes may in themselves constitute a bias against girls by removing them from the more socially powerful group of male company. When girls are segregated into all-girl groups, their achievement, and even their attitude, tends to decline. Classes or groups with only one sex reinforce traditional sex appropriate behavior, including to their detriment, passivity in females (Walter, 1971; Wyatt, 1966).

While some of the research on separate sex instruction has eliminated sex differences in reading, the instructional differentiation consists of developing curriculum based on masculine prototypes (Stanchfield, 1973). The researchers justify this action by claiming that classroom materials, rules and behaviors are feminine oriented which presents a sex role conflict for males.

Stanchfield has done research on separate sex instruction in reading for over ten years. She has cited some personality differences between girls and boys observed during this period. She stated

that girls are more adaptable, adjusting more easily than boys to new stimuli. Boys were more inner-directed, more aggressive, and less conforming, and more easily bored than girls.

By polarizing personality traits through differential instruction we are adhering to the traditional roles of the sex and depriving children of the opportunity to develop in a mentally healthy way with both masculine and feminine characteristics.

Learning to read is viewed as a feminine activity presenting more role conflict for males, especially disadvantaged males. This role conflict can be reduced when more impersonal means of instruction are used (McNeil, 1964; Fletcher & Atkinson, 1972; Dwyer, 1973). The question which remains to be asked is whether it is ethical to change instruction in reading for both sexes so that boys' improvement occurs, without aiming for the long range goal of removing sex stereotypes from academic learning. No doubt most educators would support the idea that providing alternative methods of instruction, available to both sexes, is the most desirable way to provide for individual and sex differences.

Teacher Discrimination Against Boys

There are those who have argued that not only are the schools more suited to females, but that female teachers are not suited to teaching boys and even show discrimination against them. These proponents argue that more male teachers would increase the achievement of boys in reading. With respect to treatment by teachers, a review

of many studies indicate that while children may perceive more negative treatment during reading instruction, observational data indicated no significant differences in the way teachers treat boys and girls (Davis and Slobodian, 1967; Good and Brophy, 1971). Lahaderne (1976) reviewed the findings of eight studies investigating the interaction of male and female teachers with students and stated that male teachers may be even more biased to same-sex students than female teachers. In their extensive review of studies involving sex of the teacher and students, and in their own research Brophy and Good (1974) concluded that the sex of the teacher was largely irrelevant in explaining sex differences in student achievement.

With respect to criticism and praise in the classroom, several studies have revealed that boys receive significantly more criticism and negative comments from teachers (Felsenthal, 1970; Jackson and Lahaderne, 1967; Sheridan, 1977). There is also an indication from a variety of studies that boys receive more praise from teachers as well (Felsenthal, 1970; Brophy and Good, 1970; Everston, Brophy and Good, 1972). However it was noted that much of the teacher criticism and praise was directed toward high and low achieving boys: the high achievers receiving praise and criticism; the low achievers receiving criticism. In a review of eight studies which investigated the achievement of males with male teachers, Lahaderne (1976) concluded that none found a significant interaction between teacher sex and the achievement of males.

Brophy and Good (1974) cited other areas where sex of the student is a factor in student-teacher interaction. They maintain that teachers overestimate the potential achievement of boys and have lower expectations than for girls of equal ability. They also state that teachers have more negative sttitudes towards boys, particularly related to their behavior in the classroom.

To summarize the research on sex differences related to achievement, teacher sex, student treatment, and sex roles, the data supporting the hypothesis that female teachers discriminate against boys while male teachers have a positive effect on students' achievement, appears weak.

The most substantial research to explain student sex differences in acheivement appear to lie in the area of sex role expectations which present a conflict, particularly for boys. This conflict occurs because the traditional male role which our society defines as aggressive, active, independent, dominant and object-oriented, is inconsistent with the demands of the school classroom. In this sense the traditional female role: passive, submissive, dependent, polite, tactful, neat, conforming, and person-oriented is more consistent with the demands of the classroom. Thus there is less conflict for females between societal and classroom expectations.

Having taken a look at the theories surrounding sex role stereotyping, we must now ask ourselves what these theories mean in actual classroom practice. What can teachers do to change those attitudes

which are shown to narrow perceptions and limit growth of individual human potential in the child? How can the classroom become a place where children are encouraged to develop a broad range of androgynous traits as well as skills of critical thinking through reading, viewing and discussions.

In the following sections you will find activities designed to raise consciousness of sex role stereotyping in teachers as well as elementary and secondary students. By participation in these activities and following up with stimulating discussion, you and your students will become more aware of these subtle pressures which form a hidden curriculum.

TEACHER ACTIVITIES AND EXERCISES

The following section is intended for pre-service or in-service sessions with teachers.

General Discussion Questions

Objective:

The following questions are intended to help teachers become more aware of their own values and beliefs regarding issues which are in a state of change. There are no right anawers. The purpose is to assist in the clarification of ideas which may not have been considered consciously or at an adult level.

Procedure:

Establish a group of between five and eight people. One person should be designated as a facilitator. The role of the facilitator is to see that each person in the group gives his or her opinion in response to each question before proceeding to the next question. The facilitator should also bring the discussion back to focus if it proceeds into excessive digression. While personal experiences are valuable in relating and responding to a question, the facilitator needs to exercise judgment regarding time accorded to the speaker, and the relevancy of the experience to the question.

1. Who should be responsible for making the important decisions in the family?
2. Who has the major responsibility for raising children?
3. Can a marriage work if the woman is smarter than the man? If the man is smarter? If she has a better education? Salary?
4. Would you rather work for a man or a woman?
5. When dating, who should pay? When, if ever, should expenses be shared?
6. Should little boys be allowed to play with dolls?
7. Should women ever ask men for dates? Under what circumstances?
8. Should boys be taught to cook and sew?
9. Should girls be taught mechanical skills?
10. Under what circumstances is it acceptable for a woman to postpone her career? For a man to postpone his career?
11. Should a marriage be an equal partnership?
12. Is it necessary for one person in a marriage to be "boss."
13. Are women equal to men?
14. Should boys and girls be treated the same?
15. Should men and women be paid equally?
16. Should marital status be considered in employment?
17. Should a woman be hired over a man with equal qualifications?
18. Should alimony be abolished?
19. Should there be divorce insurance?
20. How should responsibilities for housework (inside and outside the house) be determined?
21. Should women with pre-school children work outside the home?
22. Are there any occupations more appropriate for only one sex? Which?

Textbook Analysis Worksheet

Objective:

The Textbook Analysis Worksheet is intended as a checklist for evaluating elementary reading textbooks to determine whether there is an adequate representation of women of all minority groups.

Procedure:

Select the grade level(s) reader with which you are most familiar. If you are not familiar with any, select one at random and read the entire book. Each story in the textbook should be tallied once according to the sex and ethnic group of the main character. The main character is the person who is the major focus of the story, makes the decisions, or around whom the action of the story takes place. There are seven ethnic and racial categories following the classifications: Boy, Girl, Man, and Woman. These categories are:

1. Caucasian--This category includes persons of Western European origin such as Anglo-Saxon, Scandanavian, and Germanic.
2. Black American--This category includes people of African descent.
3. Spanish Surname--This category includes those persons whose origins are Spanish, Mexican, Puerto Rican, Latino and other Spanish speaking countries.
4. Asian American--This category includes persons of Chinese, Japanese, Filipino, and other Asiatic origins.

5. Native American--This category includes persons of Indian and Eskimo origin.
6. Ethnic Minority--This category includes persons from Southern Europe such as Italy and Greece; Eastern Europe, the Slavic countries; Middle Eastern Semitic peoples, and others not previously mentioned.
7. Foreign Nationality--This category includes stories about people who were born and live in foreign countries.

For each main character indicate the environment where that character is predominantly shown. Also indicate the "bottom line" behavior which that character usually exhibits. More than one behavior may be checked for each character. When more than one main character of the same sex shows the same behavior, count it only once.

As you read through each story, whenever any character is shown in an occupation or career, list that career on the appropriate page of the checklist. Mark each career only once for each sex and ethnic group no matter how many times it is mentioned for that sex and ethnic group.

Count up the total number of careers mentioned for male and compare it to the total number of careers mentioned for females.

Examine the career options offered for ethnic and racial groups to determine whether such groups are portrayed in a variety of professions at different economic levels.

To find the ratio of stories between males and females add the total number of stories for males (Boy, Man, Male Animal, Male Folk

Fantasy, and Male Biography) and compare it to the total number of stories for females (Girl, Woman, Female Animal, Female Folk Fantasy, and Female Biography). If desired, percentages can be computed which will indicate the proportion of each ethnic group represented in the stories.

Textbook Analysis Worksheet

Title of Book(s) and Level(s):

Publisher and Date:

Grade Level:

MAIN CHARACTER

Boy

Caucasian

Black American

Spanish Surname

Asian American

Native American

Ethnic Minority

Foreign Nationality

Total

Girl

Caucasian

Black American

Spanish Surname

Asian American

Native American

Ethnic Minority

Foreign Nationality

Total

Man

Caucasian

Black American

Spanish Surname

Asian American

Native American

Ethnic Minority

Foreign Nationality

Total

Woman

Caucasian

Black American

Spanish Surname

Asian American

Native American

Ethnic Minority

Foreign Nationality

Total

Male Animal Total:

Female Animal Total:

Male Folk Fantasy Total:

Female Folk Fantasy Total:

Male Biography Total:

Female Biography Total:

Boy and Girl Total:

Man and Woman Total:

Neuter Animal (referred to as "it") Total:

Fact Stories Total:

Poems Total:

Environment and Behavior of Main Character(s)

	Male	Female
Environment		
Indoors		
Outdoors		
Behavior of Main Character(s)		
Aggression		
Physical exertion		
Problem-solving ability		
Independence		
Engaged in fantasy		
Being directed by others		
Passivity, dependence		
Imcompetence		

Careers Shown for Males

	Caucasian	Black	Spanish Surname	Asian American
1.				
2.				
3.				
4.				
5.				
6.				
7.				
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11.				
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28.				
29.				
30.				
31.				
32.				
33.				
34.				
	Total:	Total:	Total:	Total:

Careers Shown for Males (Cont)

	Native American	Ethnic Minority	Foreign Nationality
1.			
2.			
3.			
4.			
5.			
6.			
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8.			
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27.			
28.			
29.			
30.			
31.			
32.			
33.			
34.			
	Total:	Total:	Total:

Careers Shown for Females

	Caucasian	Black	Spanish Surname	Asian American
1.				
2.				
3.				
4.				
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6.				
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28.				
29.				
30.				
31.				
32.				
33.				
34.				
	Total:	Total:	Total:	Total:

Careers Shown for Females (Cont.)

	Native American	Ethnic Minority	Foreign Nationality
1.			
2.			
3.			
4.			
5.			
6.			
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34.			
	Total:	Total:	Total:

Teacher and School Inventory

Objective:

The purpose of this inventory is to determine in what subtle ways sex role stereotyping influences the education of boys and girls.

Procedure:

Pass out a copy of the inventory to all teachers in your school. Collect them and tally the results. In a large group session report the results, and discuss why there are differences in perception on some of the questions. Ask for specific references when discussion is taking place.

Teacher & School Inventory

	Yes	Sometimes	No
1. Do teachers have different expectations for boys and girls? i.e. grades, behavior.	____	____	____
2. Are classroom activities or groups assigned on the basis of sex?	____	____	____
3. Are instructional or recreational games assigned on the basis of sex?	____	____	____
4. Do teachers use different methods of reward and punishment for boys and girls?	____	____	____
5. Do teachers describe and/or prescribe behavior on the basis of sex? i.e. "Why don't the girls bake some cakes for the cake sale?" "Girls do not hit."	____	____	____
6. Is there sex role stereotyping in curriculum materials?	____	____	____
7. Are any courses segregated on the basis of sex?	____	____	____
8. Does the curriculum include materials which show women in a positive light.	____	____	____
9. Are boys and girls encouraged to pursue non-traditional careers for their sex?	____	____	____
10. Is there an equal number of extra-curricular activities & sports available for boys and girls?	____	____	____

EXERCISES FOR ELEMENTARY STUDENTS

WHAT DO YOU THINK?

Objective: To determine sex role stereotyping in children's attitudes

Materials: Student Attitude Checklist

Procedure:

1. Pass out Student Attitude Checklist. Ask children to put a check in one column after each statement. Read the checklist to the students repeating each activity twice.

2. Discuss the answers to each activity. Have children explain their reasons for answering as they did. Ask them under what conditions would it be appropriate for a person of either sex to perform the action.

Follow-up

Following the discussion ask if any one ever would change any of the choices he or she selected, and have the person explain why.

STUDENT ATTITUDE CHECKLIST

Put a check after either "Boys", Girls", or "Both" depending on who you think should perform the following activities.

	Girls	Boys	Both
Cooking			
Sewing			
Taking out garbage			
Crying			
Washing dishes			
Wearing jewelry			
Babysitting			
Climbing a tree			
Playing baseball			
Hitting another child			
Kissing mother			
Going camping			
Getting into a fight			
Knitting			
Helping mother around the house			
Kissing father			
Playing football			
Asking a person for a date			

STUDENT ATTITUDE CHECKLIST (cont'd.)

	Girls	Boys	Both
Wearing a wig			
Taking home economics in school			
Taking shop in school			
Ironing clothes			
Setting table for dinner			
Cutting the grass			
Shoveling the snow			
Doing gardening			
Raking the leaves			
Playing basketball			
Embroidering			
Baking			
Going fishing			
Flying a kite			

WHAT'S YOUR SCHOOL LIKE?

Objectives: To determine the children's perceptions of sex role stereotyping in their classroom and school
Interpret information collected and devise a problem-solving strategy

Materials: Children's School Questionnaire

Procedure:

1. Pass out Children's School Questionnaire. Ask children to fill out the questionnaire based on who they think usually does the following jobs. Indicate that their answers can reflect what they have experienced in other classes or grades, or what they see happening around them. They are to put a check in the column "Boys," if boys usually do a job, "Girls" if girls usually do a job, or "Both" if both boys and girls do a job about evenly.

For example: Which students wear ribbons in their hair? (Pause for answer) After this question you would put a check under "Girls" if you think that mostly or only girls wear ribbons in their hair.

2. Read the questions orally to the class so that all children are able to respond regardless of reading ability. Tell the children not to put their names on the questionnaires, and that their responses will be anonymous.

3. Collect the questionnaires and assign a small group of students to tally the results for each question and present the results to the class. Give them a blank questionnaire on which to record their tally.

Day 2

Procedure:

1. Have the group present the results of perceptions regarding performance of jobs. Job by job ask for discussion.

2. Raise the following questions to those jobs which are perceived to be performed by mostly one sex.

a. What reasons might explain why mostly girls (or boys) do this job?

b. Does everyone agree that only boys (or girls) do this job?

c. Why do different people think different things?

d. Should only boys or girls perform this job?

3. Ask students to propose a strategy or strategies so that both boys and girls perform these jobs in the classroom. Have them set up the conditions under which they would implement this strategy.

Follow-up

After some time has elapsed, readminister the Children's School Questionnaire to determine how well their problem-solving strategy worked.

Teacher's Questions

CHILDREN'S SCHOOL QUESTIONNAIRE

1. Which students does the teacher ask to carry books?

2. Which students help serve food in the lunchroom?

3. Which students move desks, chairs and other furniture?

4. Which students set up and run the filmstrip and movie projectors for the teacher?

5. Which students straighten the bookshelves?

6. Which students get more praise from the teacher such as the teacher saying "you do nice work, neat work, good work?" etc.

7. Which students set up chairs for special programs in the gym?

8. Which students help in the school library?

9. Which students tutor other children and help them in their work?

Children's Form

CHILDREN'S SCHOOL QUESTIONNAIRE

Jobs	Boys	Girls	Both
Carrying Books			
Serving Food			
Move desks, chairs & furniture			
Run filmstrip and movie projector			
Straighten bookshelves			
Set up chairs in the gym			
Help in the school library			
Tutor other children			

WHAT DOES YOUR READER SAY

Objective: To determine the extent of sex role stereotyping in the classroom reading series

Materials: Paper, pencil, basal readers, Worksheet

Procedure:

1. Have children fill out the Textbook Worksheet on a basal reader which they have completed. The class may be divided into as many groups as there are children reading on different levels.

2. Explain that the main character is the person who is the most important person in the story. The children are to record the sex of the main character in each story of their reader.

3. They are also to tally the number of pictures of each sex. If a picture has both boys and girls, they are to decide who is the most important person in the picture and record the picture based on the sex of that person. In a word or two they should describe what kind of action that character is performing.

4. Have each of the groups report their results and tally the total number in each category across all books.

5. Raise the following questions.

a. Are there as many stories about boys as girls? Men as Women?

b. Should there be an even number of stories about boys and girls?

c. How are boys and girls the same in these stories? How are they different?

d. How are men and women the same or different in these stories?

e. Are the children in these stories like you and your friends?

f. What kind of changes would you like to see in your reading books?

Follow-up

Write a letter to the publisher reporting the findings of your worksheet. Tell the publisher what you would like to see in reading books.

Textbook Worksheet

Name of Book:

Main Character	Number
Boy(s)	
Girl(s)	
Man	
Woman	
Other	

Number of Pictures	Action in Pictures
Boy(s)	
Girl(s)	
Man	
Woman	
Other	

WHAT WILL YOU BE?

Objective: To conduct and report the results of oral interviews; to examine the types of careers available for both sexes in classroom material

Collect and organize information on a relevant topic; consider non-traditional career options

Materials: Classroom textbooks, pencil, paper, school and classroom library.

Procedure:

1. Using the school and curriculum libraries, provide a variety of books about careers on a number of different reading levels. Display these materials around the room, on a reading table, or on the window sills.

2. Have the children interview their parents on the kinds of careers the parents have. (Remember, homemaking is a career.) Have them find out the kind of training needed for that career, and the kinds of duties that are associated with it. Report their results to the class. List separately on the board the variety of careers reported for mothers and fathers.

3. Break the class into heterogeneous groups of three to five children. Assign each group one of the classroom textbooks. Have them make a list of all the females pictured in occupations in that book. Have them do the same with pictures of males. Discuss the differences and similarities.

4. Ask each child to decide on a career which interest him or her. Have each gather as much information on that career as he or she can from interviews and books. Create a class book of career information.

5. Have children bring in or draw pictures of men and women in different occupations. Create a classroom bulletin board of these pictures. Pay particular attention to people in careers which were formerly dominated by one sex.

Follow-up:

1. Write a letter to a woman in a job that usually men performed.

2. Look through books and magazines and circle pictures of men in jobs that women could just as easily do. Do the same thing for jobs that women do which could also be done by men.

WHAT YOU SEE ON TV

Objective: To determine the extent of sex role stereotyping on television

To develop critical viewing skills

Materials: Paper, pencil, Television Worksheet

Procedure:

1. Have the children watch television for at least two hours and respond to the questions on the Television Worksheet.

2. Discuss their responses on the Television Worksheet.

Follow-up:

Write a letter to your TV station telling them what you like and don't like about what's on TV.

TELEVISION WORKSHEET

Who is the main character of the show?

What kinds of jobs do the men have?

What kinds of jobs do the women have?

What do the boys do?

What do the girls do?

What kinds of products do men advertise?

What kinds of products do women advertise?

What does television tell us about the way girls and women live?

What does television tell us about the way boys and men live?

Is the world of television like your life? How is it different?

What would you like to see boys and girls, men and women, do on TV that isn't there now?

What kinds of new programs would you like to see?

YOU AND YOUR TOYS

Objective: To develop awareness of sex role stereotyping in children toys and in advertising of these products

Materials: Toy packages

Procedure:

1. Have the children bring in toy packages or pictures of toys in catalogues which have pictures of children on them. i.e. erector sets, science kits, nurse/doctor kits, doll boxes, etc.

2. Ask each child to describe either the package or picture and the toy that went in it.

3. Have them separate the packages or pictures into ones with only boys, only girls, or both boys and girls on them.

4. Ask the following questions:

a. How many girls play with toys that have only boys on the package?

b. How many boys play with toys that have only girls on the package?

c. Is there any toy which only girls should play with?

d. Is there any toy which only boys should play with?

Follow-up:

Have the children write a letter to the manufacturer of a toy whose packaging they object to.

STEREOTYPES AND MODELS

Objective: To distinguish the denotation and connotation of "stereotypes" and "models".

Materials: Paper, pencil, magazines, newspapers

Procedure:

1. Ask the children to think of as many words as they can to describe girls. Then ask them for as many words as they can to describe boys. Put these words on the board in two columns and arrange, if possible, according to polar opposites.

i.e.

Boys	Girls
loud	quiet
tough	soft
leader	follower
messy	neat
strong	weak
rough	careful
never cry	cry
handsome	pretty

2. Ask the children which of these words describe qualities which are good or useful for a person to have. Put stars next to those qualities. Have the children point where it might be good to have both qualities such as sometimes being a leader and sometimes being a follower.

3. Tell children that both of these columns are stereotypes. Ask them to think up a definition of what a stereotype is.

4. Have them pick out all the words they would use to describe the kind of person they would like to be.

5. Ask students how they think stereotypes are formed.

Day 2

1. Have children bring in pictures of people in magazines or newspapers or people on television who they would like to be. Also have them bring in pictures of people who are not like them at all. Create a bulletin board of the positive and negative models children have brought in.

2. Ask the children what it is about the positive models that makes us want to be like them.

EXERCISES FOR JUNIOR AND SENIOR HIGH STUDENTS

WHERE'S YOUR HEAD AT?

Objectives: To become more aware of and understand the meaning of sex role stereotypes

To become more aware of the difference between traditional roles and psychological androgyny

To develop skills in interpersonal communication

To learn to participate in small group discussions

To summarize and orally present material from discussions

Materials: Pencil, paper

Procedure:

Explain to students that everyone will participate in a series of small group discussions over a period of eight days. The only requirement is that they give each of the topics some thought, and share their thoughts with the group. Break the class into groups of three to six on any criterion. Try to have approximately the same number of both sexes in each group. For each session that the gorups meet, have the groups designate one person who will be responsible for reporting to the class. During the group meeting time the teacher should act as a member of each group for a short period. The teacher's role should be that of facilitator.

Day 1

Have the girls in each group write ten characteristics which describe males. Have the boys in each group write ten characteristics which describe females. Have both boys and girls write ten charac-

teristics which describe an ideal person.

First have females read those characteristics which they wrote describing males. Let discussion follow. Then have the males read those characteristics which they wrote describing females. Discussion follows this. Then have all the students in a group read the characteristics which they thought described an ideal person. Have the group write down those characteristics which could apply to either a male or female. Share this description with the whole class.

Day 2

Have each person make a list of the advantages and disadvantages of being male, and another one for being female. Have each member of the group share his or her list. Group discussion follows. Each group presents summary of the group discussion to the whole class.

Day 3

Have the students make a list of those things which they like about being a member of their own sex, and those things which they don't like. Share with the group. Share summary of discussion with the whole class.

Day 4

Have the students write up their own list of things they wouldn't do as a member of their own sex. Have them also list the things they wouldn't do as a member of the opposite sex. Have each share their list with the group. Present summary of discussion

to the class.

Day 5

Have the students discuss the meaning of "stereotype". Have them discuss any social pressures they feel to conform to traditional stereotypes such as in dating. Ask them if there are any careers which they would not consider because of their sex. Discussion follows. Share summary with the class.

Day 6

Have the students conduct a secret vote in the class. They must list their sex and indicate by yes or no whether they have ever wished to be a member of the opposite sex. Tally results. Have the groups discuss the results of the voting. Present summary of discussion to the class.

Day 7

Have the students draw their own life line writing in what they will be doing at ages 20 through 70. Have them write a paragraph on a typical day at age 35. Then have them do the same activity but as a member of the opposite sex. Let the students present their material to the members of their small group and discuss their findings. Present summary of discussion to the class.

Day 8

Have the students make a list of all the things they expect to be responsible for when they get married. Have them also list the responsibilities they expect their spouses to assume . Some topics

they might consider are: who works, who takes care of work in the kitchen and other areas of the house, the yard, the pets, who handles the money, chooses the place to live, and who cares for children. Have them share their list with the members of their group. Present group summary discussion to whole class.

FRACTURING FAIRY TALES

Objectives: To be aware of the sex roles which are depicted in popular fairy tales

To recognize a recurring theme in fairy tales

To model a traditional style of writing

Materials: Copies of traditional fairy tales, paper, pencil, and The Practical Princess, by Jay Whitney, Parents' Magazine Press, 1969.

Procedure:

1. Tell the students that you want them to compare two fairy tales.

2. Either have the students read, or read to them, either Snow White or Cinderella. Then read The Practical Princess.

3. Ask them how these two stories are alike, and how are they different.

4. Their assignment is to do either one of the following:

a. Select a fairy tale and rewrite it, or retell it on tape, changing the sex of the main character and any other character necessary.

b. Write or record on tape an original fairy tale in which the characters are not limited by any sex stereotypes.

5. Have the students share their stories with one another or with lower grade children.

Follow-up:

Have the students bind their stories into books for an elementary school library.

Have the students conduct a story program for elementary school children telling their own stories.

Have the students lend their tapes to elementary school classrooms.

HERSTORY

Objectives: To become aware of the contributions women have made to society

To stimulate students' reading in the area of biography

To become familiar with the school library, and Dewey Decimal System

Materials: School and classroom libraries, paper, pencil

Procedure:

1. Given one minute, have the students list as many famous men as they can. Given another minute, have them list as many famous women as they can. Ask them to read their names they have listed.

2. Discussion questions:

a. If we exclude people in the entertainment field, which of your lists is longer?

b. Which of the women on your list are famous because of their own achievements rather than because they were married to someone famous?

3. Each of the students is asked to locate and read either a short story or a book (depending on ability and library resources) about a woman who has made a contribution to society. A list of names will be provided from which they should select a name. (The school librarian should be notified prior to this assignment so that location

of material is facilitated.)

4. Students will be asked to participate in a notable Women Book Talk. Each will make an oral presentation of a book or short story he or she has read about a famous or forgotten woman. They should be able to answer the following questions in their book talk.

a. Who was this woman?

b. What did she do that was out of the ordinary?

c. Would this person have been unusual if she had been a man?

d. Does she deserve to be remembered?

e. Is the book or story you have read worth recommending?

FAMOUS OR FORGOTTEN WOMEN

Abigail Adams
Jane Adams
Susan B. Anthony
Clara Barton
Mary McLeod Bethune
Nellie Bly
Anne Bradstreet
Elizabeth Blackwell
Amelia Bloomer
Rachel Carson
Shirley Chisholm
Marie Curie
Isadora Duncan
Dorothea Dix
Amelia Earhart
Margaret Fuller
Sarah and Angelina Grimke
Indira Ghandi
Emma Goldman
Martha Graham
Fannie Lou Hamer
Anne Hutchison
Helen Keller
Emma Lazarus
Margaret Mead
Golda Meir
Margaret Mitchell
Maria Mitchell
Lucretia Mott
Lydia Mott
Florence Nightingale
Emmeline Parkhurst
Rosa Parks
Frances Perkins
Pocahontas
Leontyne Price
Eleanor Roosevelt
Alice Roosevelt
Sacajawea
Margaret Sanger
Margaret Chase Smith
Elizabeth Cady Stanton
Gloria Steinem
Lucy Stone
Harriet Beecher Stowe
Maria Tallchief
Harriet Tubman
Lillian Wald
Mercy Otis Warren
Phyllis Wheatley
Emma Willard
Mary Wollstonecraft
Frances Wright

WHAT'S ON THE TUBE?

Objectives: To determine the frequency of women in leading roles on television programs

To determine the variety of occupations which are presented for males and females in television programs

To develop critical viewing of media

Materials: Television Checklist

Procedure:

1. Pass out a copy of the Television Checklist. Ask students to keep a tally of the programs they will watch. They are to list the title of the program, and tally whether the main character or characters are male or female. If there is more than one main character who is male, mark just one in the male column. If there are two main characters, one male and one female, they are to mark once in each column. Documentaries and news programs are to be marked according to the sex of the announcer.

In addition they are to list all the occupations they see for males in the programs, and all the occupations they see for females in the programs. They are then to list the total number of programs they watched, add up the number of programs with males as main characters, with females as main characters, and the total number of different occupations in which women were employed.

2. Have the students sign up for specific time and station slots so that there is no duplication of effort. Viewing period covered will be determined by the number of students and the length of the

viewing period for each student.

3. Have the students present their results orally to the class. As they are presenting their data, record their results on the board. These results would include all the information on the Television Checklist except the names of the programs.

4. Suggested Questions for Discussion:

a. Compare the number of male to female main characters.

b. Compare the number of different careers presented for men to the number presented for women.

c. What does television indicate about the role of women?

d. What does television indicate about the role of men?

e. Of the shows you watched, were there any characters whom you would consider a model?

f. What, if any, are some changes or things you would like to see on television.

Follow-up:

Write a letter to the head of your local station indicating your thoughts about the current programming.

Write to the head of one of the major networks giving your ideas regarding the types of programs you would like to see.

With a small group of students, create a skit of something you would like to see on television, or a spoof on a current show.

TELEVISION CHECKLIST

Name of Program	Male Main Character	Occupations of Males
Total:	Total:	Total:

TELEVISION CHECKLIST {Cont.}

Female Main Character	Occupations of Females
Total:	Total:

Sample Viewing Schedule

Name

Monday

Channel 2

7-9

9-11

Channel 4

7-9

9-11

Channel 6

7-9

9-11

Tuesday

Channel 2

7-9

9-11

Channel 4

7-9

9-11

Channel 6

7-9

9-11

Wednesday

7-9

9-11

WHAT ARE YOU BUYING?

Objectives: To determine sex role stereotyping in advertising
Identify the implicitly stated elements of a message in both written and visual form.

Materials: Paper, pencil, magazines, newspapers

Procedure:

1. Have students bring in all the magazines and Sunday supplements of newspapers that they can. Have them cut out all the pictures of people in ads that they see, and separate the pictures into piles of ads with men and/or boys, and ads with women and/or girls.

2. Have them organize the ads into categories based on products, i.e. domestic cleansers, deodorants, food, cars.

3. Ask the following questions:

a. What kind of products have pictures of women on them?

b. Are these products bought or used by women or men?

c. To whom do these ads appeal?

d. What kinds of products have pictures of men on them?

e. Are these products bought or used by women or men?

f. To whom do these ads appeal?

g. What besides the product, are the advertisers selling?

h. What is the implicit message of these ads? What will the buyer gain by having this product?

10 The South Bend Tribune, Thursday, January 27, 1977

'Shame on you, working dames!'

Women really needed the ERA.' Huh! I'm a housewife and think it's very low of you so-called women to work. Why can't the men do their jobs? Especially the ones who need work, the ones who are coming out of prison, or the men who are always laid off.

Shame on you dames for taking jobs in factories, or climbing telephone poles, or are fire fighters, etc.

Sure, if you women need to work, there are other places such as hospitals and restaurants where women are really needed. If you ladies can leave jobs open for the men then there wouldn't be as many robberies or crimes as there are.

If women want as much money as men make, let them work as hard as men with no extra pity. Let them work to get ugly muscles and ugly cracked hands. They even come out of places smelling like a man.

Will my boys have jobs when they grow up? Probably not, because you money-hungry dames will be working a man's job. Come on, housewives, we have rights too. Let's wake up, girls, and work in a more feminine place. After all where is your femininity?

A HOUSEWIFE

South Bend

IS THERE NOTHING LIKE A "DAME"?

Objectives: To examine written material for false assumptions, illogical arguments, inadequate reasoning, unsupported generalizations, and emotive language

To organize an argument by determining information needs based on analysis of the problem, logically organizing the information, and presenting it in oral and/or written form

To examine words for their denotation and connotation

Materials: Letter to the Editor, paper, pencil

Procedure:

1. Pass out a copy of Letter to the Editor. Explain that this letter was sent by an anonymous housewife to the Voice of the People column. Have the students read the letter in class.

2. Have them answer the following questions regarding the letter:

   a. What is the connotation of the word "dames" in the letter? Compare that to the connotations of the words "ladies" and "women", and "housewives."

   b. What does the author think is a "feminine" place to work? How are these places "feminine"?

   c. Write a definition for the word "femininity" which would be accepted by the author of the letter. Write your own definition of this word. Compare it with the dictionary definition.

3. Ask students to examine the letter and evaluate the evidence which is presented to support the author's point of view. The letter should be examined for its arguments and evaluated on the basis of logic, reason, evidence, language and generalizations. The student need not disagree with the author of the letter in order to evaluate it. The student should expect to do some research on whether the arguments presented are, in fact, based on accurate statistical information.

The evaluation of the letter should be prepared in written form from which an oral presentation will be made.

Follow-up:

Write a letter to the Voice of the People responding to the author, "A Housewife."

Write a comparable letter from a person holding a point of view at the other extreme from "A Housewife."

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